

Pupil Premium Strategy Statement 2023-24

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Bridgewater High School
Number of pupils in school	1656
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers	2019-24
Date this statement was published	Autumn 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Keiron Powell
Pupil premium lead	Peter Jones
Governor / Trustee lead	Mark Kueres

Key Outcomes 2023

Attendance	At October 2023, Pupil premium attendance across all year groups is currently around 92.17% compared to non pupil premium 94.95%. Pupil premium is strongest in Y7 (above 95%).
Examination performance	<p>P8 score</p> <ul style="list-style-type: none"> for English improved by 0.58 and there was a reduction in the gap between pp & non pp pupils of 0.1 <p>Basics (using 4matrix to be confirmed)</p> <ul style="list-style-type: none"> For pupils achieving a standard pass there was a reduction in the difference in performance between pp and non pp pupils of 1% 10% increase for pp pupils from the whole cohort achieving a strong pass. There was a reduction in the difference in performance between pp and non pp pupils of 19% <p>English</p> <ul style="list-style-type: none"> There was a narrowing of the gap in performance between pp and non pp pupils of 1% achieving a standard pass There was a 10% increase for pp pupils from the whole cohort achieving a strong pass and a narrowing of the gap of 19% <p>Maths</p> <ul style="list-style-type: none"> For pp pupils achieving a standard pass there was a reduction in the difference in performance between pp and non pp pupils of 8% <p style="text-align: right;">Compared to 2022 results</p>
NEET figures <small>(2023)</small>	No Pupil Premium pupils have been NEET for 2019, 2020 & 2021. There were 2 Pupil Premium Pupils who were NEET for 2022.

2023 NEET figures tbc

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£211,080
Recovery premium funding allocation this academic year	£61,336
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil Premium strategy plan

Statement of intent

Bridgewater High School is committed to providing a first-class education for all its students. Disadvantaged students are no different. They have the same entitlement to access this first-class education which is why we expect them to follow the same curriculum as non-disadvantaged students.

However, we recognise that some Disadvantaged students in particular may have barriers that prevent them fully accessing this first-class curriculum. Therefore, our primary strategy is to identify what these barriers to learning are and then to provide students with the strategies to overcome these barriers.

The structure of the strategy adopts the principle outlined as “A tiered approach to Pupil Premium spending” in THE EEF GUIDE TO THE PUPIL PREMIUM (June 2019 EEF) focussing on

- Teaching
- Targeted Academic Support
- Wider Strategies

The strategy will help every young person develop as a whole person, fulfil his/her potential and contribute towards a future built upon the social and economic well-being of the individual, the local community and the wider world.

At Bridgewater we are committed to providing a curriculum that is broad, balanced, and challenging, which builds rich knowledge and develops skills which prepare students for their next steps in education, training and employment.

Bridgewater High students join the school with higher than average levels of attainment and the majority move onto A-Levels and University. Our curriculum is designed around making that route accessible for all

As an academic school that is inclusive of every pupil, the planned curriculum recognises the value that creative, practical and vocational learning brings to students character and personal development and aims to use this to complement traditional pathways.

The planned curriculum aims to develop students personally, through planned tutorial programmes and the taught curriculum. It intends to educate students to live safe, healthy and fulfilling lives, who have the confidence to make a positive contribution to society and become responsible citizens. (see Personal Development).

To enable this to happen our curriculum is planned around the following **6 dimensions**:

1. Clarity around the sequence of learning over 5 years.
2. Clarity around the knowledge and the application of knowledge.
3. Vocab and literacy
4. Subject content which is Aspiring, Inspiring and 'Real World Learning'
5. Memory and Cognition.
6. Assessment. Clarity around the end points and the assessment of what students know and can do.

Bridgewater Personal Development Intent

Bridgewater High is committed to the holistic development of every student.

Our approach to Personal Development aims to keep **all** students in education and to provide them with the lifelong skills to access both the taught curriculum and their inner self. We aspire for students to be resilient, confident and independent to empower them to continue to live safe, healthy and fulfilling lives as they contribute to modern Britain.

To enable this to happen Personal Development is planned around the following **6 dimensions**:

7. Sense of Responsibility and Respect
8. Sense of Resilience
9. Sense of the modern world
10. Sense of Aspiration
11. Sense of Health and Wellbeing
12. Sense of Safety and Risk Awareness

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1a b	<ul style="list-style-type: none"> • Progress in lessons • engagement in the taught curriculum
2	<ul style="list-style-type: none"> • Gaps in knowledge (including literacy, vocabulary & oracy skills)
3a b	<ul style="list-style-type: none"> • Attendance

c	<ul style="list-style-type: none"> • Engagement in school life of parents & carers • Aspirations post 16
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Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

<i>Intended outcome</i>	<i>Success criteria</i>
<p>Improve the quality of teaching: Ensure an effective teacher is in front of every class, and that every teacher is supported to keep improving</p>	<ul style="list-style-type: none"> • develop consistent high-quality teaching through Explicit Instruction with a focus on metacognition and student agency • develop the implementation of Assessment to better align with the Curriculum Intent and to support the identification of students falling behind in the lesson sequence. • Provide alternative pathways to identified pupils
<p>Improving Targeted academic support: Ensure the strategic targeted intervention to reduce gaps in knowledge which are evident on entry and for those not making good progress across the spectrum of achievement. Use classroom teachers, teaching assistants and tutors to provide early targeted academic support which is linked to classroom teaching</p>	<ul style="list-style-type: none"> • targeted small group and 1:1 intervention, which have high impact in the short term, gets students ‘back on track’ • improve students literacy skills, oracy skills and vocabulary
<p>Wider strategies: Reduce the most significant non-academic barriers to success in school – attendance, engagement & post 16 aspiration</p>	<ul style="list-style-type: none"> • NEET Figures remain at or close to 0 • Attendance of pp pupils is increased • Persistent absence of pp pupils is reduced • the information sharing of the wider contexts of and individual barrier for PP students is improved • parental engagement for PP students is increased • student’s engagement in enrichment activities is increased • the long-term mental health of PP students is improved

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching

strand	action	evidence supporting this approach	challenge number(s) addressed
Ensure effective curriculum intent and implementation across the curriculum	implement the white rose maths SoW across KS3 to ensure consistency of pedagogy and ensure pupils are GCSE ready.	The EEF Guide To Supporting School Planning: A Tiered Approach To 2021” identifies teaching as the most important factor in improving outcomes for pupils with particular reference to the following :- 1 high quality instruction in the classroom 2 deep subject knowledge and a flexible understanding of the content 3 High-quality assessment 4 Whole-school planning that focuses on high-quality teaching with sustained professional development	1a
	implement precise STEM strategies within the science curriculum so that pupils gain a deeper understanding of key knowledge.		
	develop oracy skills across the curriculum to give pupils skill and confidence in public speaking in line with TCAT oracy strategy		
	Develop pedagogy to support metacognition so that there is a consistency in the expectation of pupils across the curriculum		
	implement ongoing revision techniques and skills so that pupils are best prepared to manage revision independently and develop long-term memory recall skills as evidenced by an increase in revision style homeworks and a noticeable improvement in summative assessment results, particularly at KS3.		
	Develop curricular structure for the provision of pre learning materials		

<p>Ensure assessment of curriculum impact is meaningful and facilitates good pupil progress</p>	<p>Produce a communication strategy for assessment across the school which informs parents' understanding and advises on how they can support as well as allowing feedback from the parental body to inform our delivery. This will be evidenced via parental surveys at key points.</p>		1b
	<p>Ensure that all assessments lead to meaningful formative feedback so that pupils can improve understanding. This will be evidenced by routine work scrutiny processes highlighting instances where formative feedback aids pupil progress.</p>		
	<p>Ensure Feedback from assessment is used to improve curriculum sequencing & classroom pedagogy. This will be evidenced, at KS3, via action points (and regular revisiting re. their progress) created at KS3 progress meetings</p>		
	<p>Provide pupils with a range of formative assessment strategies in the classroom which is then used by teacher to shape future learning for that cohort of learners. This will, again, be evidenced by routine work scrutiny processes highlighting instances where formative feedback aids pupil progress.</p>		
<p>Ensure sufficient capacity in relation to inclusive practice</p>	<p>To provide an educational option for all students including those at risk of exclusion. By exploring a variety of Alternative Provision pathways and evaluating cost implication. To engage with AP provision where resources and finance allow.</p>		1c
<p>Provide pupils with the awareness, skills and opportunities to develop agency</p>	<p>To implement a study culture which focuses on developing the skills of independent learning and metacognition. This will be evidenced through the number of new workshops, presentations and study culture-focused homeworks.</p>		1a
	<p>To ensure that all pupils are aware of what agency is and have opportunities to practise from Year 7 to Year 11.</p>		

	To devise strategy aimed at encouraging a positive work ethic amongst pupils through motivational and inspirational messaging and a comprehensive rewards system.		
	To provide all pupils with equal access to a core enrichment offer which allow all pupil to experience difference and diversity.		
	provide pupils in Years 7 & 8 with an appreciation of the modern world through the effective use of 'Lyfta' which provides opportunities for all pupils to develop cultural awareness		

Budgeted cost: £117 774

Targeted academic support

strand	action	evidence supporting this approach	challenge number(s) addressed
interventions to support language development, literacy and numeracy	provide a suite of reading interventions aimed at struggling readers (including EAL) using Fresh Start, Lexonik Leap, Lexonik Advance and Reading Plus	Alex Quigley's research states Reading is the key to learning. Academic reading helps pupils access the school curriculum. As such, every teacher should know how children learn to read, before going on to 'read to learn'. The EEF reports that Fresh Start shows 'considerable promise as an effective catch-up intervention for low-attaining readers at the transition phase from primary to sec-ondary school.' Pupils on Read Write Inc. Fresh Start made 3 months additional pro-gress in reading, measured using the New Group Reading Test, during the five and a half month trial.	2
	faculties implement the teaching of key vocabulary through the use of Frayer models		
	faculties develop subject specific wider reading		
	faculties ensure literacy marking takes place where appropriate in subject areas.		
	faculties improve reading through the use of the TCAT Reads Strategies in particular reciprocal reading		

	Form tutors deliver a range of texts from different cultures and traditions as part of the 'Love of Reading' programme. Sessions include vocabulary development as well as reciprocal reading strategies .		
1 to 1 and small group tuition	Deliver tutor lead Maths sessions in school for Y11 on Saturday mornings	<p>The EEF Guide To Supporting School Planning: A Tiered Approach To 2021” Identifies key areas for Targeted academic Support :- High-quality one to one and small group tuition Teaching assistants and targeted support Academic tutoring</p> <p>The Guide states “High quality teaching is supported by, and inextricably bound to, targeted academic support. Good assessment will reveal that some pupils have lost learning, misunderstood content, or made gains in their knowledge, during the extended period of Covid-19 partial school closures. This may require targeted one to one or small group tuition to address gaps. We can also anticipate that pupils with SEND will need specific support</p>	2
	Deliver small group tutoring in Maths & English to pupils identified as below expected progress to close gaps in knowledge		

Budgeted cost: £17 558

Wider strategies

strand	action	evidence supporting this approach	challenge number(s) addressed
Improve the information sharing of the wider contexts of and individual barrier for PP students. Improve parental engagement for PP students	To prioritise resources to identify potential SEN of PP pupils, e.g., diagnostic testing	The EEF Guide To Supporting School Planning: A Tiered Approach To 2021 states :- “School leaders and teachers ...sustain communications and partnerships with parents and care givers during school closures. Close engagement during this challenging time was clearly crucial to ensure that pupils were supported to learn and thrive, and that parents were able to provide this support without the expectation that they fulfil the role of teacher.”	3ab
	to provide in school support through pastoral support teams to ensure pupils engage in lessons and the day to day life of the school		
	To ensure that PP students receive all forms of communication including personal phone calls to make them aware of key events		
	To calendar a programme of parental support evenings to include sessions on eg ks4 gcse courses		
Improve POST 16 aspirations for PP students through CIAEG.	To deliver a comprehensive careers programme in line with Gatsby principles	To ensure that all PP pupils have a positive transition from school to post 16 education/training and start confidently in their new settings. Helping pupils to make the right choices is closely linked to success in their new setting and enables them to better adapt to new academic challenges and curriculums. New transition points are significantly important for PP pupils.	3c
	To ensure every PP student (KS4) has a 1:1 careers meeting		
	To provide trips/visits for PP cohorts to raise aspirations		
	To support PP students with college applications etc		
	to inform pupils/parents of apprenticeship opportunities as they arise		
Improve the attendance of PP students	To continue with the weekly monitoring of attendance in all current forms	“The EEF Guide To Supporting School Planning: A Tiered Approach To 2021” states:- “..Schools will be deploying a range of wider strategies to support their pupils There may be new barriers to success in school, such as	3a
	To prioritise support for pupils on FSM including use of school transport		

	To continue with the SLA with the LA to support FTP	reduced attendance... which may affect the behaviour of some pupils”	
Improve attendance at Enrichment and intervention sessions for PP pupils to support their social and academic development. Increase participation in wider enrichment opportunities such as educational visits to support and promote an interest in learning.	increase access to extra-curricular opportunities for vulnerable pupils		3abc
	Use of Arbor and Pastoral Support to target specific pupils to attend enrichment-based activities		
	To increase the range of educational visits to support the curriculum offer for all pupils and support PP Pupils with the costings of these trips.		
Improve the long-term mental health of PP students: sessions for those identified as vulnerable given personal mental health by investing in counselling and support	Ensure PP students are aware of support in school and locally	Our own evidence collected from a number of survey’s (Wellbeing Survey, Pupil voice, Learning Walks and QA etc) highlights key areas where pupils need additional support. HOY”s and aHOY’s have flexibility within the PD mapping to respond to emerging needs and sessions were put in place accordingly.	3ab
	To ensure mental health awareness is delivered through the ‘Sense of Wellbeing’		
	Proactive targeted support for PP students at key points of change.		

Budgeted cost: £75 747

Total budgeted cost: £ 211 079

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

PUPIL PREMIUM POSITION STATEMENT

Bridgewater High school is a highly inclusive school committed to the academic and personal development of all pupils including those who are disadvantaged. Bridgewater as a school recognises and places a high level of importance on the personal development and support all young pupils especially those who are Pupil Premium. The personal development and support that disadvantaged pupils receive at Bridgewater is a strength of the school

In 2023 there was a narrowing of the gap from 2022 results in a number of areas between Pupil Premium and non-Pupil Premium grades

2023 Results

In 2023, in comparison to 2022, analysis of results indicates the following :-

P8 score

- for English improved by 0.58 and there was a reduction in the gap between pp & non pp pupils of 0.1

Basics (using 4matrix to be confirmed)

- For pupils achieving a standard pass there was a reduction in the difference in performance between pp and non pp pupils of 1%
- 10% increase for pp pupils from the whole cohort achieving a strong pass. There was a reduction in the difference in performance between pp and non pp pupils of 19%

English

- There was a narrowing of the gap in performance between pp and non pp pupils of 1% achieving a standard pass
- There was a 10% increase for pp pupils from the whole cohort achieving a strong pass and a narrowing of the gap of 19%

Maths

- For pp pupils achieving a standard pass there was a reduction in the difference in performance between pp and non pp pupils of 8%
Science

- 3% increase for pp pupils from the whole cohort achieving a strong pass. There was a reduction in the difference in performance between pp and non pp pupils of 15%

Languages

- For a standard pass, there was an increase in the difference in performance between pp and non pp pupils of 10% for the proportion of pupils entered

Humanities

- There was a reduction in the difference in performance between pp and non pp pupils achieving a standard pass of 9% for the cohort (and an 3% decrease in difference for the entry)

- There was a reduction in the difference in performance between pp and non pp pupils achieving a standard pass of 12% for the cohort (and an 14% decrease in difference for the entry)

There were 25 Pupil premium pupils in the 2023 cohort who had a progress 8 score. Five of these pupils did not complete fill their Progress 8 slots – this had a significant impact on the overall PP P8 score. The PP P8 score for the whole cohort was -0.7 (Internal analysis shows that without the five identified pupils the P8 score was 0.81# higher #based on 4matrix analysis)

2019	2022	2023
Progress 8 Entries 27 entries. 1 excluded (no ks2 score). 2 other pupils disapplied – both Outliers & high needs	Progress 8 Entries 3 3 entries. 3 excluded (no ks2 score)	Progress 8 Entries 25 entries. 1 excluded (no ks2 score)
Subject Entries 19 pupils are entered for the maximum 10 slots	Subject Entries 22 pupils are entered for the maximum 10 slots	Subject Entries 20 pupils are entered for the maximum 10 slots
2 pupil(s) have nothing in their English basket	1 pupil(s) have nothing in their English basket and 7 pupil(s) have not had their English score doubled	3 pupil(s) have not had their English score doubled

4 pupil(s) have not had their English score doubled		
3 pupil(s) have nothing in their Maths basket	1 pupil has nothing in their Maths basket	
5 pupil(s) have three empty Ebacc slots, 1 pupil(s) have two empty Ebacc slots and 3 pupil(s) have one empty Ebacc slot	2 pupil(s) have three empty EBacc baskets and 4 pupil(s) have one empty EBacc basket	3 pupil(s) have three empty EBacc baskets
5 pupil(s) have three empty Other slots and 2 pupil(s) have one empty Other slot	1 pupil has three empty Open slots, 2 pupil(s) have two empty Open slots and 7 pupil(s) have one empty Open slot	3 pupil(s) have three empty Open slots, 1 pupil(s) have two empty Open slots and 2 pupil(s) have one empty Open slot

Actions and strategies that the school undertook to improve Pupil Premium performance included

- Focus on improved attendance
- Increased emphasis on Quality Teaching for all
- Small group teaching & support for English
- Small group teaching & support for Maths
- Whole school strategies such as Tassomai & GCSE Pod

Pastoral Support

No Pupil Premium pupils have been NEET for 2019, 2020 & 2021. There were 2 Pupil Premium Pupils who were NEET for 2022. All Pupil Premium Pupils received an interview with the Careers Advisor and were provided with ongoing support for their post 16 destinations. 2023 PP NEET figures still yet to be published

At October 2023, Pupil premium attendance across all year groups is currently around 92.17% compared to non pupil premium 94.95%. Pupil premium is strongest in Y7 (above 95%).

Pastoral staff at the school also oversee the provision of funding to meet individual pupil premium need as appropriate. Examples of pupil premium funding include its use to provide uniform, PE kit and dance kit. This support also exists to meet curriculum needs as they arise such as Food Technology practical ingredients or art supplies. There are a small cohort of pupils for whom breakfast and break time snacks are provided as required - these are available through a drop-in to pastoral support and ensure that pupils can sustain focus on learning throughout the day. Pupil premium pupils are well known to support staff, which means that practical help in this way can be offered discretely and appropriately. For pupils with additional vulnerabilities/challenging circumstances we provide bespoke packages of support to encourage pupils to foster positive relationships with staff and maintain engagement with school as much as possible. This has included personalised timetables, mentoring and tailored work with specialist staff such as our Mental Health Lead. Where appropriate pastoral support staff have supported identified PP Pupils in lessons

Academic Provision

Maths :

The Maths Faculty implemented various strategies to improve outcomes for pupil premium pupils. We believe that 'quality first teaching' for all, alongside bespoke intervention strategies for pupil premium pupils, is the way to achieve this. We continue to develop a mastery approach to teaching and learning Mathematics. This is led by the Head of Faculty who successfully completed her training with The NW Turing Maths Hub to become a secondary mastery specialist in 2022. The Maths Faculty worked collaboratively to improve the quality of lesson plans. In particular, lessons increased pupils' Mathematical vocabulary and improved teacher explanations to ensure that pupils develop a deep conceptual understanding alongside procedural fluency. Links within and between topics are made more explicit and there is more opportunity to practice, including retrieval practice. The mastery approach of taking small steps and ensuring that no child is left behind directly benefited pupil premium pupils. Classroom-based strategies included positive seating plans, directing starter questions to pupil premium pupils, 'going to' pp pupils first to check understanding and prioritising pp pupils for feedback. Regular work scrutiny of pupil premium pupils and robust tracking of assessment data for pp pupils ensured that classroom strategies were effective. Outside the classroom, pupil premium pupils received extra lessons either during the school day or on a Saturday morning to plug gaps and deal with misconceptions on a more individual basis

English :

In English, Pupil Premium students were supported by colleagues using 'Quality First Teaching' and 'Go-to Pupil' strategies. High-quality reading materials and challenging lesson resources were used across the ability sets to support acquisition and application of complex vocabulary. Teachers worked to embed the principles of 'Explicit Instruction' to scaffold and model high quality responses and help students to achieve both at Key Stage 3 and Key Stage 4. Following assessment points, Year 11 students were invited to intervention to improve their outcomes, address gaps in knowledge, and provide further practise in writing essay responses. The provision of resources including set texts and study guides ensured that all pupils were equipped for their examinations. The faculty had high expectations of all students in English and modelled a 'teach to the top' approach to ensure pace and challenge in all lessons. This was an aspirational model so all students build cultural capital via exposure to a range of concepts, opinions and genres of text. Consequently, students developed an aptitude for text analysis and reading for meaning. Key Stage Three lessons were planned to address gaps in students' reading and writing in order to diminish the difference across year groups. Work on technical accuracy, vocabulary and inference skills was embedded within lessons to aid progress. Students' achievement was monitored closely throughout the year. Teaching staff increased PP students' AWoL targets to recognise attainment and instil a culture of success by motivating students.

Science:

The pupil premium student uptake for triple science as an option was 28% of the pupil premium cohort. We firmly believe this is due to our change in an approach to teaching mixed ability classes from Y7 to Y11 and our desire to encourage all students to embrace and achieve in science. Our strategies of support for disadvantaged pupils also continued to focus specifically on Tier 1 Teaching as identified in the EEF 'Tiered approach to Pupil Premium spending 2019 as well as a more focused approach on Tier 2 Targeted academic support implemented following PP science tracker monitoring.

Tier 1 strategies included :-

- a drive for a consistent approach to teaching and learning in science, a need for improved awareness of how children learn best, a move to mixed ability groups, carefully balanced between the identified prior attainment cohorts of our advanced, intermediate and foundation pupils.
- the introduction of a mastery booklet to support pace of lesson/teaching to the top has helped pupils be more independent in their learning.
- Our common homework approach (aimed at avoiding disadvantage in terms of resource and parental support in the home), consideration of language used in the classroom/ increasing writing opportunity by addressing the vocabulary gap for all pupils and the production of knowledge organisers all pupils across all years all contributed to support our desire to close the gap between our pupil premium and non-pupil premium cohorts.

Tier 2 strategies continued to focus on our targeted disadvantaged pupils invited to after-school intervention. In addition we planned and delivered small group sessions, timetabled within morning tutorial slots for Biology, chemistry and Physics.

As a faculty, all staff continued to follow the whole school 'Go To' policy of support for disadvantaged pupils.

All PP pupils were provided with the textbooks they need for GCSE work i.e. x3 lab books; some are given revision guides in addition according to needs and benefits of having such a guide.

Geography:

The move to mixed ability teaching groups from Yr. 7 to Yr. 11 is considered one of the biggest drivers of change with a "teaching to the top" mentality to raise the expectations of Pupil Premium pupils whilst supporting those that need it. In Y10, Geography revision guides were funded for all Pupil Premium pupils and financial support was provided for GCSE fieldwork. Grade booster sessions were available for all students but where gaps in knowledge appeared for Pupil Premium pupils, they were encouraged to attend these intervention sessions. Pupil Premium is a standing agenda item at all faculty meetings and Pupil Premium progress is routinely discussed. The most successful strategies for supporting Pupil Premium in mixed ability Geography classes include:

- Regular checking of pupil understanding.
- MAD time - checking Pupil Premium changes.
- The use of pupils as experts to give summary to rest of class / résumé of last lesson by Pupil Premium student.
- Smart Seating plans

History

In History we continued with mixed ability setting at Key Stage 3 and 4 to ensure a sense of aspiration and belonging for all disadvantaged students. Within the classroom we maintained our 'teach to the top' approach to ensure challenge was embedded for all, whilst ensuring that there was sufficient support for those students who require it. The work on explicit instruction has helped us refine and fragment our teaching. The introduction, at KS4, of consistent scaffolds and deliberate practice, helped students experience success at an earlier point and encouraged their efforts in the classroom. We tried to develop Pupil Premium student's cultural capital through the deeper implementation of wider reading within lessons. This gave students a better 'feel' and understanding of other cultures, stories, voices and opinions, whilst exposing students to a wider vocabulary and developing their engagement with reading. To ensure Pupil Premium students were kept on track re: progress there was a series of targeted interventions at KS4. This included compulsory intervention/support and revision lessons. To support the studies of KS4 pp students. all were provided with revision guides and workbooks. There was also enrichment and support opportunities offered at Key Stage 3. Finally, there was also a series of termly meetings put in with History staff to prioritise the discussion of pp students in KS4 classes and to support teachers with classroom strategies to help raise the attainment of PP students. Focusing on classroom teaching and learning has had impact at

KS3 as in the last progress meetings, the gap had closed in both Years 8 and 9. At KS4 the Year 11 summer examination cohort achieved a positive residual of 0.06 and SVA score of 0.15.

RS

In Religious Studies students were taught in mixed ability classes at both Key Stage 3 and Key Stage 4. This allows all students to thrive and support was given, when needed, to help all to succeed to the best of their abilities. As a department we started to explore religion and belief from a worldviews perspective to give students a greater understanding of their own views and where they fit in the world. To support revision ks4 students were provided with revision guides and workbooks. At Key Stage 3 the gap has stayed the same throughout year 8 and 9 although the gap is relatively small (approx. $\frac{1}{4}$ of an AWOL grade). At KS4 the Year 11 summer examination cohort achieved a positive residual of 0.3 and SVA score of 0.45.

ICT / Computer Science / Business

Revision resources were provided for all students across all three subjects including: revision guides, flash cards, Smart Revise and knowledge organisers. Assessment of knowledge took place through Microsoft Forms on a weekly basis to gauge student understanding of topics, identifying areas that need to be improved and building further resources based on question analysis. Targeted intervention was put in place to focus on PP/ SEND and under achieving students, with a clear structure and routine where students could attend: before school in the morning, lunch time and after school to accommodate all students. The Faculty followed the Go2 PP strategies and had individual intervention strategies for all PP who were at risk of underachieving. Faculty progress trackers were used to identify and flag concerns, with staff focusing on SEN/ PP/ EAL. RAG rating were used to identify students 2 grades or more below for compulsory intervention. Within the classroom students were challenged student by teaching to the top and scaffolding where needed to allow all students to experience challenge. Where scaffolding was needed it was temporary in its nature being removed when students had developed the skills and knowledge they needed to access the curriculum content. At Key Stage 3 and Key Stage 4 level students were taught Computer Science, IT and Business Studies in mixed ability classes, allowing students the opportunity to success to the best of their abilities; if support was needed teachers offered a this on a 1:2:1 basis, using classroom based strategies, such as positive seating plans, ensuring they are not 'guessable' and directing questioning to PP to prioritise checking understanding.

MFL

In Year 11, the small number of pupil premium pupils taking French and German were provided with grammar and translation workbooks funded from pupil premium money. In French the SVA score was 0.24, and was better than the non-PP score by 0.69. Pupil Premium pupils also took part in the OXNET events aimed at Y7 and 8 and 9. Pupil Premium pupils also took part in the Priestley College additional classes and promotion events as part of CIEAG. Setting structure at KS3 teaches broader mixed ability classes where the timetable allows, but Pupil Premium pupils

were also in the dual language class. The department followed the whole-school Go 2 Strategies for Pupil Premium pupils. Pupil premium pupils were given booklets for KS3 teaching, which are replaced as necessary. Extra support and home contact was prioritised for PP pupils. Pupil Premium pupils were invited to additional after school support sessions in Y11. Pupil Premium pupils were discussed at Faculty meetings on a regular basis, both individually and as cohorts within year groups. Pupil Premium pupils have been a focus of both learning walks and work scrutiny throughout the academic year 2022-2023 and will continue to be moving forward.

EPA:

The Art department had accessible equipment for all lessons. Drama scripts were provided with no cost to all pupils. Music resources were all given to pupils. EPA Year 11 Pupil Premium pupils were overseen by Head of Departments in the final two terms liaising with the Head of Faculty. Laptops and extra time was provided in lessons for pupils in Dance, Musical Theatre and Acting (ASD and Pupil Premium students). Year 11 Pupil Premium pupils were targeted for intervention (theory and practical) after school in all EPA subjects including clear feedback support. TCAT Productions at The Parr Hall, Orchestra for All (national) included Pupil Premium and SEND as did the school production (as well as other enrichment within and outside subject opportunities). Support work was available online for all pupils. The Faculty followed the schools Go2 Pupil Premium Strategy using 1:2:1 teaching with practical and creative support. The Faculty regularly discusses progress and development for Pupil Premium and SEND pupils.

Design Technology:

All students who are FSM received free ingredients/materials for practical lessons in DT and Food Preparation and Nutrition across KS3 and KS4. FSM KS4 students in DT and Food Preparation and Nutrition received free revision guides and workbooks to support their learning and homework. All PP/FSM students were 'Go2 students' in all classes. Extra support and more frequent contact with home was given for all students where appropriate. Small groups of students were targeted for intervention where necessary for GCSE NEA in DT and Food Preparation and Nutrition. Expectations were the same for all PP/non-PP students. Pupil Premium pupils were discussed at Faculty meetings on a regular basis, both individually and as cohorts within year groups. Pupil Premium pupils have been a focus of both learning walks and work scrutiny throughout the academic year 2022-2023 and will continue to be moving forward.

PE :

The Faculty prioritised the contacting of the Year 10/11 Pupil Premium pupils on the PE GCSE cohort on a weekly basis to support progress. A new Faculty KS4 revision booklet was designed and provided for Pupil Premium pupils using PP money. PE kit was provided for all Pupil Premium pupils requiring shirts, shorts, socks & footwear. One to one support was provided by the faculty for two Pupil Premium pupils who had

long term absence. The Faculty actively followed the school's Go 2 Pupils Strategy. Pupil Premium was a standing agenda item at all faculty meetings and Pupil Premium progress was routinely discussed.

Intervention sessions prioritised Pupil Premium pupils. Adapted equipment was purchased using pp money for identified pp pupils with SEN. The Oarsome project ran for pupils in KS3 and was funded from Pupil Premium money. There was 1-1 staff student AOP coursework provision for AQA GCSE PE. There was also 1-1 teaching for the Cambridge National Sport and the Media coursework modules and exam preparation techniques. A fortnightly Sport+ programme was created for students to interact and engage with students of similar abilities from other schools in the TCAT trust.

The Enrichment Curriculum

As a school we offered a wide range of activities after school ranging from academic intervention through to our enriching based activities which are the focal part, especially at Key Stage 3. These activities were an important and exciting feature of school life and contribute enormously to our students' academic, personal and social development. The focus for these sessions was predominantly about pupils interacting and connecting with each other whether that be through sports, arts, or any fun based activity. Our extensive enrichment programme also encouraged pupils to develop their physical and mental well-being, their teamwork, an appreciation for Arts and Culture and an awareness of their role within the wider community. Sessions were predominantly run by school staff although we moved to a hybrid model of using more external organisations to support our Enrichment Programme. Examples included 'First Aid for Children Workshops' and 'Bike Right' Sessions. PP Pupils were targeted here and supported through funding where necessary and appropriate. Pupil premium pupils attended enrichment activities well and were specifically targeted by Heads of Year to attend enrichment activities, with support provided where necessary. Furthermore, we provided additional opportunities for our Pupil Premium Pupils which included the 'Oarsome' Rowing Project and targeted activities through the Youth Sports Trust and the Warrington Wolves Foundation. Pupil premium pupils were actively involved with the schools D of E Programme and were represented heavily in the school sports Teams. Pupil premium pupils also took on Leadership roles within the school. All staff were required to register all pupils in enrichment sessions using Arbor. This data was, in turn, used to ensure that our provision and support for enrichment addressed any gaps in our offer and uptake. Furthermore, PP attendance at enrichment activities was measured in a robust way in order to measure gaps between PP and non-PP involvement.

We provided extensive support with regards to Mental Health and all students had access to regular drop in sessions and further support should they have need it. This was provided by our extensive pastoral team, a Mental Health Lead and our collaboration with external services and partners.

Other Curricular Provision:

Pupil Premium pupils have accessed alternative provision placements at the Walton Lea project on Animal management, provided by Myerscough College, the Bridge & KASSIA

Externally provided programmes

Programme	Provider
National Tutoring Programme	Appla

Outcomes of the Pupil Premium Action Plan 2022-23

Improve the quality of teaching: Ensure an effective teacher is in front of every class, and that every teacher is supported to keep improving.

Activity	Action	summary
Ensure subject curricular remain sequenced faculties support pupils in remembering, long term, crucial content needed for subsequent learning	ensure faculties review Schemes of work annually to ensure sequencing of topics, activities and assessments support long term subject memory	Schemes of work were reviewed by all Faculties in the Summer term. Departmental Schemes of work now have the consistency with what is included within them. All Faculties have identified authentic links with other subjects, and these are stated in the Curriculum Map. The process of actively incorporating these links into Schemes of Work is ongoing. Faculties are now ensuring that key homeworks are clear in schemes of work ready and information will be provided to make clear to parents/carers the key homeworks they can expect over that half-term. This year the school will be further developing homeworks to support a study/revision culture by setting homeworks which are aimed at developing study/revision skills
	All departmental Schemes of work to include:- Unit Title Lesson Title Objectives Knowledge Retrieval Assessment Homework Literacy (Frayer model/Faculty Reading)	
	Schemes of work/lessons to be available on the VLE	

develop consistent high-quality teaching through Explicit Instruction with a focus on metacognition and student agency	staff have an ongoing, holistic understanding of pupils and their needs	A clear model for teaching new content has been delivered to staff through the process of explicit instruction (clear explanation, modelling, guided practice and independent practice). Deep Dives have been completed on the IT, Science and History and RS Faculties
	Provide CPD around the whole school focus of explicit instruction to enable teachers to develop their own practice.	There is a common language across the staff regarding teaching and learning – idea of a minimum standard in the classroom has been established re: introducing new materials (clear explanation, modelling, checking for understanding etc)
	To ensure that teaching and learning is a standing agenda item at faculty meetings to encourage ongoing dialogue and discussion.	There is a teaching and learning team which develops a Bridge-water culture of more open discourse. Impact has been seen in staff presenting ideas on inset days, leading CPD sessions in their own faculty sessions, helping to produce the t&l newsletter, 'In the spotlight'.
	To implement and develop work on explicit instruction (including metacognition and student agency) within classrooms.	Data from QA processes (learning walks, work scrutiny, student voice) as well as evaluative processes (faculty reflections and action planning) show that explicit instruction has been developed. Staff share of good practice and self-evaluation is evident. The explicit instruction 'deep dives' into the science, ICT and History and RS faculties has led to specific action planning and bespoke support for those faculties. Some of the faculty members are part of the teaching and learning team and present strategies / contribute to the development of classroom craft for the wider school body. All faculties involved have put together a clear action plan.
	Quality Assure the consistency of implementation across the whole school	Behaviour policies and routines have been established in some faculties and the use of lesson scores has been made an integral part of the new school rewards system. In response to curriculum staff requests for more consistency/support for those students who are routinely not working hard enough – a new curriculum behaviour system has been introduced
Review Whole School Assessment faculties better align with the Curriculum Intent and	Identify how faculties deliver the school assessment policy within curriculum planning and include within SoW	All Faculties have been through the training and are disseminating the content to their own areas. A new assessment policy has

faculties support the identification of students falling behind in the lesson sequence.	Implement new assessments, where necessary, within subject area	<p>been devised. This includes the use of new data drops which provide an additional measure of pupil progress in order to inform future teaching. The impact of this process has been to create more data (whether lesson to lesson or via a data drop) for teaching staff through which they can revise their teaching approach accordingly. It has also had an impact on our communications with parents in terms of data provided and this will grow further in the assessment plan.</p> <p>For the first time all Y7, 8 and 9 pupils have taken part in online GL Progress Tests in English and Maths (and Science for Y9 only) which measure progress from when pupils took part in CAT tests at the start of Y7.</p>
	Ensure all current assessment statements (AWoL) are up-faculties-date and fit for purpose	
	Evaluate impact/robustness of all assessments through staff voice, pupil voice, curriculum conversations and assessment outcomes	
	ensure pupils respond faculties feedback effectively and are given appropriate support if needed	
Deliver a whole school literacy policy which improves reading and inference.	provide a suite of reading interventions aimed at struggling readers (including EAL) using Fresh Start, Lexonik Leap, Lexonik Advance, Rapid Plus and Achieve 3000	<p>The four broad interventions have been as follows: <i>Learning Village</i> – electronic learning platform accessed from <i>Lexonic Leap</i> – classroom-based reading / phonics / spelling development. <i>Lexonic Advance</i> – extension of above, also suitable for non-EAL students with additional literacy needs <i>Conversational English</i> – 1-2-1</p> <p>The weekly Love of Reading programme is now fully resourced, with a diverse, challenging and enjoyable body of literature across varied ages and traditions. These are accompanied by powerpoint presentations which guide staff through a Reciprocal Reading approach to delivering the sessions.</p> <p>Library intervention has continued with all Y7 and Y8 PP students enjoying a fortnight's library enrichment session focusing on reading for pleasure and vocabulary development. PP borrowing has exceeded non-PP borrowing; viz: Y7 PP average loans 7.8 (y7 non-pp :5.3) Y8 PP average loans 6.4 (y8 non-pp 5.2)</p> <p>Pupil voice survey of PP library users indicates that: 96% agree that the sessions are enjoyable 86% agree that they have learned new vocabulary as a result of attending the sessions 91% agree that the library is a welcoming and attractive place</p>
	faculties implement the teaching of key vocabulary through the use of Frayer models	
	faculties develop subject specific wider reading	
	faculties ensure literacy marking takes place where appropriate in subject areas.	
	faculties improve reading through the use of the TCAT Reads Strategies in particular reciprocal reading	
	Form tutors deliver a range of texts from different cultures and traditions as part of the 'Love of Reading' programme. Sessions include vocabulary development as well as reciprocal reading strategies .	

SPENDING = £136 443

Improving Targeted academic support: Ensure the strategic targeted intervention to reduce gaps in knowledge which are evident on entry and for those not making good progress across the spectrum of achievement. Use classroom teachers, teaching assistants and tutors to provide early targeted academic support which is linked to classroom teaching

Activity	Action	summary
<p>KS4 Deliver targeted small group and 1:1 intervention, which have high impact in the short term, aimed at getting students 'back on track'.</p>	<p>Deliver tutor lead Maths sessions in school for Y11 on Saturday mornings</p> <p>Deliver small group tutoring in Maths & English to pupils identified as below expected progress to close gaps in knowledge</p>	<p>At KS4 The school delivered tuition through the NTP and SLT to PP and SEND students identified as most in need. 1 to 1 and small group tuition were delivered by external tutors & subject staff in Maths & English Y11: Maths – 52 students (including Saturday Morning sessions), English – 21 students (26 PP, 49 SEN, 15 PP & SEN) Y10: 21 pupils received Maths tuition (5PP, 9 SEN, 5 PP&SEN) SEND & PP students are the main target group for priority support at After School Intervention in all subjects</p>
<p>KS3 Deliver targeted small group or 1:1 intervention during subject time faculties support those students who are at risk of falling behind the planned sequence of learning, faculties 'keep on track'</p>	<p>Deliver targeted intervention in English and Maths at KS3 for those students who did not make appropriate progress at KS2, or who re not making expected progress through ks3</p>	<p>At KS3 Targeted face to face intervention was provided by external tutors in Maths for those students who did not make appropriate progress at KS2 or whose progress since KS2 has created the need for extra tuition Y7: 18 pupils received Maths tutoring (3PP, 6 SEN 4 SEN & PP) Y8: 18 pupils (2PP 6 SEN 3 PP &SEN) English Tutoring Y7: 36 pupils received English tutoring from internal staff (8 PP, 10 SEN, 4 PP & SEN)</p>

SPENDING = £24 297

Wider strategies Reduce the most significant non-academic barriers to success in school.

Activity	Action	summary
<p>Improve the information sharing of the wider contexts of and individual barrier for PP students Improve parental engagement for PP students</p>	<p>To prioritise resources to identify potential SEN of PP pupils, e.g., diagnostic testing</p>	<p>Where the parents of Pupil Premium Pupils did not make appointments for Parents Evening they were contacted individually. Pupil Premium Pupils had follow up parents evening for any parents that did not attend initially. A specific Year 11 information evening was run for the parents of Pupil premium pupils</p> <p>Due to 4 New EHCP students joining this year, the school has employed two more Teaching Assistants, with the intention to recruit a further 4 Teaching Assistants this term due to current TA's leaving and increased numbers of EHCP students.</p>
	<p>to provide in school support through pastoral support teams to ensure pupils engage in lessons and the day to day life of the school</p>	<p>We currently have 52 students with an EHCP (Education and Care Plan), 25 students within the Designated ASD Provision which is now full and 168 students on SEN Support.</p>
	<p>To ensure that PP students receive all forms of communication including personal phone calls to make them aware of key events</p>	<p>We have increased our GL literacy assessments this year to ensure students are screened promptly as requests are raised by staff and parents across KS3 and KS4. This has supported our exam access arrangements which we are now able to record and track through Arbor. In Y11 there are 91 students receiving an exam access arrangement(s) with 46 students receiving extra time. We have been able to complete all screening and testing for access arrangements for Y10 and will complete Y9 by June.</p> <p>We have increased the use of our SNAP (Special Needs Assessment Profile) to support students with strategies to improve their learning and behaviour. We can then use this assessment to support further referrals to the Child Development Centre or other agencies if required. More staff have been trained to carry out the assessments. This year we have completed 38 SNAP – SpLD assessments and 9 SNAP – Behaviour assessments.</p> <p>The Bridgewater Batons have now been passed on to primary heads from within our cluster. The Batons were very well-received</p>

	<p>To calendar a programme of parental support evenings to include sessions on eg ks4 gcse courses</p>	<p>in terms of content and clarity, and next steps were very clearly outlined. This will include:</p> <ul style="list-style-type: none"> - sharing the Batons immediately via our website - extending the Batons to core subjects also - extending the Batons to include content from KS2 thus truly creating a Y5-8 Roadmap in all subjects - arranging a large-scale primary/secondary event in October to unpack the above and allow subject leaders at both levels to facilitate more effective curriculum transition <p>The impact upon pupils themselves will be seen as this process starts next year (and particularly in subsequent years when this transition process is applied to pupils moving from Y6 to our Y7 in the year after) but already it has begun to shape curriculum areas at both key stages</p> <p>Faculties, as part of the curriculum conversation, have assessed their own strengths and areas for development re: explicit instruction and meeting the needs of SEND students. This has been quality assured by SLT in the mtgs, and strategies planned for improvements inc. what success will look like and what impact it will have. This demonstrates that it has been a focus of the drive to improve teaching and learning throughout the year and is very much part of the plans moving forward. It also shows that the dialogue around teaching and learning is becoming more consistent and part of a planned evaluative process.</p> <p>Summary data from learning walks, student voice and work scrutiny show that EEF recommendations are being implemented across the school. Students have demonstrated an ability to talk about how teachers' model and guide their learnin. The aim moving forward is to improve the consistency and effectiveness of such delivery.</p> <p>There is now a common language amongst the staff body re: the EEF recommendations; staff openly talk about how they model, scaffold, guide student work etc.</p> <p>Inclusion of DP and TAs onto the teaching and learning team has meant all teaching and learning has a SEN focus. In the June</p>
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		<p>training day, a member of the support staff has collated views from SEND students to discuss the impact on them and key areas to focus on improving next</p> <p>See also Pastoral Summary above</p>
<p>Improve POST 16 aspirations for PP students through CIAEG.</p>	<p>To deliver a comprehensive careers programme in line with Gatsby principles</p>	<p>All KS4 PP Careers Meeting and additional Support with their applications. They were also all taken to Priestley College and Vale Royal</p> <p>The school's CEIAG programme (Careers, Education, Information Advice and Guidance) enables pupils to make informed choices at KS3 and KS4 and prepares pupils for the opportunities, responsibilities and experiences of life, in order to help them make a successful transition into adulthood.</p> <p>The aims of the Careers Programme include:</p> <ul style="list-style-type: none"> • Ensuring that all stake holders understand the importance of careers education • To support pupils to be able to manage and plan their own futures • Provide comprehensive information on options • Raise aspirations • Promote equality and diversity and challenge stereotypes • Enable all our students to sustain employment and achieve personal and economic wellbeing. <p>The ways we achieve our aims are wide and diverse and include:</p> <ul style="list-style-type: none"> • On going CEIAG lessons taught as part of the PD curriculum programme • School careers week • Presentations by post 16 providers • Employer talks • 1to1 career interviews • 1 to 1 mock job interviews • Virtual work experience week • Trips to colleges and universities • Trips apprenticeship and job fairs • Additional support for PP and SEN pupils
	<p>To ensure every PP student (KS4) has a 1:1 careers meeting</p>	
	<p>To provide trips/visits for PP cohorts to raise aspirations</p>	
	<p>To support PP students with college applications etc</p>	
	<p>to inform pupils/parents of apprenticeship opportunities as they arise</p>	
<p>Improve the attendance of PP students</p>	<p>To continue with the weekly monitoring of attendance in all current forms</p>	

	To prioritise support for pupils on FSM including use of school transport	Pupil premium attendance across all year groups was around 92% compared to non pupil premium 94%. Pupil premium is strongest in Y7 (above 95%).
	To continue with the SLA with the LA to support FTP	
Improve the long-term mental health of PP students: sessions for those identified as vulnerable given personal mental health by investing in counselling and support	Ensure PP students are aware of support in school and locally	The school continues to invest in counselling and support for pupils' mental health and wellbeing – the Bridgewater Youth Partnership offers an enhanced service with 1 to 1 session for those most in need. This is supported by the work of the school's own Mental Health Lead.
	To ensure mental health awareness is delivered through the 'Sense of Wellbeing'	
	Proactive targeted support for PP students at key points of change.	
Improve attendance at Enrichment and intervention sessions for PP pupils to support their social and academic development. Increase participation in wider enrichment opportunities such as educational visits to support and promote an interest in learning.	increase access to extra-curricular opportunities for vulnerable pupils	We continue to look to increase access to extra-curricular opportunities for vulnerable pupils Our After School Enrichment schedule now includes a wider variety of activities supported by external staffing. The school calendar has been reviewed this year to minimise disruption due to after school staff meetings and twilight CPD. We continue to prioritise increasing levels of attendance for vulnerable groups.
	Use of Arbor and Pastoral Support to target specific pupils to attend enrichment-based activities	
	To increase the range of educational visits to support the curriculum offer for all pupils and support PP Pupils with the costings of these trips.	

SPENDING = £86 881